

2025-2026 SCHOOL SUCCESS PLAN



School Name: Lord Baltimore Elementary School	Submission Date: July 8, 2025
Principal: Pamela Webb	School Enrollment: 557

School Mission:

We the staff of Lord Baltimore Elementary School, are committed to providing students with the behavioral and academic skills needed to:

- Take pride in themselves and the community
- Accept challenges and set goals for today and the future
- Develop their potential as students and working members of society through a partnership with students, parents, staff and community working together to create excellence in education.

Learning with Others, **B**elieving in Ourselves

School Demographics School Report Card data can be found [LB Snapshot Data from State of DE Report Card](#).

Grade Level	# of Students
Kindergarten	85
Grade 1	88
Grade 2	86
Grade 3	91
Grade 4	104
Grade 5	103

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Subgroup Characteristics	Percentage
English Learners	5.92%
Foster Care	N/A
Homeless	N/A
Migrant	N/A
Military Family	1.44%

Ethnic Breakdown	Percentage
African-American	4.85%
Asian-American	1.08%
Hispanic/Latino	10.41%
Multi-Racial	5.92%
Native American	.18%
White or Caucasian	77.56%

Student Behavior	2022	2023	2024	2025
Total Number of Referrals	101	308	205	184
Number of Students Receiving ISS	9	23	27.5	14
Number of Students Receiving OSS	8	29	9	4
Number of Expulsions	0	0	0	0
Number of Documented Police Contacts	0	13(SRO)	11 (SRO)	18(SRO)

Summative Scores—Percentage of Students who Met or Exceeded Standards												
Elementary and Middle—DeSSA Data; High Schools—PSAT and SAT Data												
Grade	Reading			Math			Science			Social Studies		
	2024 Actual	2025 Actual	2026 Target	2024 Actual	2025 Actual	2026 Target	2024 Actual	2025 Actual	2026 Target	2024	2025	2026
3	62%	66.9%	70%	66%	77.6%	80%						
4	49%	49%	60%	56%	53.9%	70%					43%	55%
5	63%	66.3%	70%	66%	66.3%	75%	43%	40%	50%			

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Disaggregated Scores—Percentage of Students who Met or Exceeded Standards													
Elementary and Middle—DeSSA Data; High Schools—PSAT and SAT Data													
Subgroup	Grade	Reading			Math			Science			Social Studies		
		2023 Actual	2024 Actual	2025 Actual	2023 Actual	2024 Actual	2025 Actual	2023 Actual	2024 Actual	2025 Target	2023 Actual	2024 Actual	2025 Target
African-American	3	100%	57%(7)	25%	100%	43%(7)	25%						
African-American	4	100%	50%(4)	25%	50%	50%(4)	37.5%						
African-American	5	100%	50% (6)	%	100%	33%(6)	%						
EL	3	50%	33%(6)	50%	66%	33%(6)	50%						
EL	4	40%	44%(9)	28.5%	57%	11%(9)	42.86%						
EL	5	0%	100% (1)	%	50%	0%(1)	%						
Hispanic	3	57%	43% (7)	37.5%	70%	29%(7)	37.5%						
Hispanic	4	40%	58%	14.2%	65%	33%	28.57%						
Hispanic	5	69%	57% (7)		50%	43%	%						
Low Income	3	52.94%		25%	60%		33						
Low Income	4	20%		22%	60%		38.89%						
Low Income	5	47%			50%								

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White	3	74%	65%	70.24%	75%	71%	82%						
White	4	59%	47%	55.7%	65%	62%	58.23%						
White	5	67%	66%	%	67%	71%	%						
SWD	3			30%			60						
SWD	4			22.2%			14.81						
SWD	5												

Part I: Comprehensive Needs Assessment (CNA)

A Comprehensive Needs Assessment is **a process** that is **used to identify needs and performance challenges in a school or district, determine their root causes, and set prioritized goals for future action.** Schools and districts should use the comprehensive needs assessment to inform improvement planning and budgeting.

A school-wide CNA focuses on the ends (i.e. outcomes and goals) to be attained, rather than the means (i.e. process and action steps). For example, **reading achievement** is an **outcome** whereas **reading instruction** is a **means toward that end.**

You will be forced to make a copy of this document, so be sure to add your school name to the title. Please provide the link to your CNA Priority Form here: [LB CNA Form+Data](#) Please note: the CNA includes consideration of your DE School Climate Survey results.

Once your CNA analysis is complete, **please provide a link or copies of your data for those elements you and your team identified as “significant” or “severe” priorities.** Your significant and severe priorities should be the ones you plan and budget for in your SSP.

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Data-Driven School Goals and Plan for Improvement

As a district, we are committed to fulfilling our mission, to assure that students attain the knowledge, skills, and attitudes needed to realize their potential, meet the challenges of their life choices, and fulfill their responsibilities as citizens of the State of Delaware, United States and world through a partnership of students, parents, staff, administrators, Board of Education and community.

We commit to doing so while serving as champions of culture and equity by ensuring all students, families, and staff will have adequate tools, training, learning, and experiences needed to be successful in Sussex County, as well as amongst our global and diverse society. We are committed to creating a culturally responsive environment that eliminates barriers that impede student and staff success through the development of a diverse workforce, highly effective leadership, continual professional learning, cutting-edge technology, and extensive related and wrap-around services. In partnership with families and community stakeholders, we will work diligently and collaboratively to promote engagement and inclusivity by practicing effective communication and outreach strategies.

We work to fulfill our commitments by focusing on the four pillars of our 2022-2027 Strategic Plan:



Deeper Learning

- ◆ Provide equal access to standards-driven, research-based instruction.
- ◆ Make data-informed decisions in the planning and delivery of curricula, instruction, and assessment.
- ◆ Plan and deliver instruction that meets the needs of individual students.
- ◆ Implement a district-wide instructional framework that promotes student achievement, provides quality feedback to students, and increases teacher effectiveness.
- ◆ Commit to closing achievement gaps through intentional, student-centered, rigorous instruction.



Relationship-Centered Schools

- ◆ Engage parents and families, community members, and local businesses as partners in education.
- ◆ Provide equitable student supports and community resource connections for wraparound services.
- ◆ Build an inclusive school climate where all students feel safe and supported, and engage in positive relationships.
- ◆ Use a tiered system of support such as Positive Behavior Interventions and Supports to meet all students' needs.
- ◆ Convene advisory teams inclusive of representative stakeholder groups to collaborate on district and school needs.
- ◆ Highlight student and staff successes with our community.



Impact-Focused Service

- ◆ Recruit, retain, and develop staff who reflect our students' diversity.
- ◆ Train staff to provide equitable service to all.
- ◆ Develop and maintain an effective service model to support all schools.
- ◆ Provide high-quality professional learning to continually build capacity of all staff within our district.



Operational Excellence

- ◆ Implement equitable, sustainable, and student-centered operational plans.
- ◆ Maximize funding resources.
- ◆ Provide safe and clean learning and transportation environments for all.
- ◆ Develop and implement training for safety and emergency preparedness.
- ◆ Ensure access to current operational and instructional technology resources.
- ◆ Provide healthy, fulfilling, and nutritious meals for all.
- ◆ Ensure collaboration among all departments to support all schools through a service model.

Professional Standards for Educational Leaders, or PSELs, guide us in our work to ensure our practice is productive and beneficial to students, and as a district, we are focusing on the following PSELs to support us in our work:

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Component 1: Leadership for Purpose and Improvement	PSEL 10 School Improvement
Component 2: Leadership for Self and Others	PSEL 3 Equity and Cultural Responsiveness
Component 3: Leadership for Student Success	PSEL 4 Curriculum, Instruction, and Assessment PSEL 5 Community of Student Care and Support
Component 4: Leadership for Learning Community	PSEL 6 Professional Capacity of School Personnel PSEL 7 Professional Community for Teachers and Staff PSEL 8 Meaningful Engagement of Families and Community

In considering our district's strategic plan and the PSELs for administrator growth, **complete this action plan to address your significant and severe priorities** from your Comprehensive Needs Assessment. Please also ensure you complete the **separate required Title I budget form [linked here](#)**. (Note: you will be required to make a copy of this budget form.)

Your School's Data-Based Goals for 2022-2023	Root Cause/Data Driving this Goal	Major Action Steps and Activities to Address Goal	Identify the Aligning Strategic Plan Goal(s)	Identify Specific Leadership Actions that will Evidence Progress towards State Appraisal Component(s) and PSEL(s) <i>(Use numbers to indicate Component and PSEL. For example, 1.10 for Component 1 PSEL10)</i>	If Applicable and Permissible, which Federal Funding will You Use to Support this Work?	CHECKPOINT; Are Aligned Item(s) on your Title I and/or Opportunity Grant Budget(s) or Perkins Requests Form(s)? Check if "Yes"
Component 1 Goal Leadership for Purpose and Improvement	Results from Delaware School Climate Survey Discipline Referrals and Year Long Discipline Data	Review results from the Delaware School Climate Survey Develop grade-level PBiS events to support schoolwide initiatives.	Relationship-Centered Schools Impact-Focused Service	1.6 Analyze the School Climate Survey <ul style="list-style-type: none"> Leadership team will share results with the staff. Strengthen PBiS schoolwide to set clear expectations for student success and belonging. 1.7 Implementation of the Student Success Suite <ul style="list-style-type: none"> Develop expectations, procedures, and desired staff and student responses (restorative measures) 	Opportunity Grant	

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<p>To improve overall school climate for students</p>	<p>SEL Needs</p>	<p>Analyze End-of-Year Discipline Data *Minor classroom offenses</p> <p>Provide PD for staff addressing how to identify and handle minor classroom offenses through relationship-building and SEL strategies</p>		<p>1.10 Monthly Leadership Team meeting-</p> <ul style="list-style-type: none"> Review Discipline Data to determine areas of need. Initial focus on Minor classroom infractions. Share discipline data with staff at monthly faculty meetings to address trends, successes, and concerns. <p>1.5 Enhance Morning Meetings</p> <ul style="list-style-type: none"> Connect Re-Think curriculum Build relationships and community before progressing to more academic Morning Meetings <p>1.3 Model expectations Schoolwide and revisit Champion Corners for regulation.</p> <p>1.8 Kinder Camp</p> <ul style="list-style-type: none"> Invite upcoming kindergarten families to LB to become acclimated to the wonderful world of kindergarten 	<p>Title One Grant</p>	
<p>Component 2 Goal</p> <p>Leadership for Self and Others</p> <p>Cultivate core values that stress child-centered education where high expectations support student equity, inclusiveness, and improvement.</p>	<p>Subgroup academic/ behavioral data (Special Ed, 504, ML)</p> <p>SEL Needs based on SPST data</p>	<p>Analyze subgroup data at weekly SPST, PLC, and Bi-Monthly High Flyer meetings</p>	<p>Impact Focused Service</p>	<p>2.3 Analyze subgroup data to address student needs and build relationships with each student.</p> <ul style="list-style-type: none"> Participate in You've Gotta Connect Book Talk at Faculty meetings Coordinate with DOSS to provide training on appropriate "scaffolds and supports" for students. BOY, MOY, and EOY Data Analysis Support Latino Literacy Project 	<ul style="list-style-type: none"> Opportunity Grant <p>Title One</p>	

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		Hold Code of Conduct and Goal Setting meetings with students. Ensure students and staff are treated fairly and respectfully without bias.		2.6 Build teacher capacity by sharing SEL segments or modeling strategies at faculty meetings. <ul style="list-style-type: none"> • Don't take it personally • Schoolwide Matrix Enhancements • Increase Building Messaging 		
<p>Component 3 Goal</p> <p>Leadership for Student Success</p> <p>To improve overall student achievement through the use of research-based instructional strategies and curricular alignment to the Delaware State Standards</p>	<p>Inconsistent student growth on unit assessments for ELA and Math</p> <p>Stagnant Student Achievement Data on DeSSA</p> <p>Need for Standards Knowledge and Alignment in Core</p>	<p>Review MTSS expectations</p> <p>Review non-negotiables for students and staff</p> <p>Strengthen Tier 1 Instruction</p> <p>SPST Meetings and PLC conversations to address purposeful planning, data analysis, and previewing.</p> <p>Provide student support and feedback promptly.</p> <p>Purposeful planning at PLCs to address Standards Alignment weekly</p>	<p>Deeper Learning</p>	<p>3.4 Returning Teacher Week</p> <ul style="list-style-type: none"> • Maximize MTSS time in classrooms by reviewing non-negotiables • Develop LB MTSS expectations <p>3.4 Backward Planning Opportunities</p> <ul style="list-style-type: none"> • In marking periods 1, 2, and 4, focus on planning rigorous assignments following data analysis. • Vertical Articulation session in marking period 3 to gauge where students are in reaching grade-level standards. <p>3.7 Review of Instructional Calendar</p> <ul style="list-style-type: none"> • PLC dates and topics with an emphasis on planning for individualized academics and SEL needs. (Coherence in Planning) <p>3.7 Collaborate with DOSS</p> <ul style="list-style-type: none"> • Address appropriate scaffolds and supports to build student stamina in all students. <p>3.7 Participate in District-Level Collaborative Learning Walks with SDSA</p> <p>3.5 Next Level Morning Support Program</p> <ul style="list-style-type: none"> • Analyze data from SPST and Promotion and Review meetings in the first half of the school year to determine student needs.(ML, Low-Income). • Previewing/Closing gaps 	<ul style="list-style-type: none"> • Title I Opportunity Grant 	

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<p>Component 4 Goal</p> <p>Leadership for Learning Community</p> <p>Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.</p>	<p>Limited number of ML families attend school functions</p> <p>Increase Positive Community Partnerships to benefit school and student needs.</p>	<p>Build relationships with ML families to increase parental involvement.</p> <p>Survey families to determine areas of “need” to allow them to better support student well-being and academic success.</p> <p>Increase participation in school/community events</p>	<p>Relationship-Centered Schools</p>	<p>4.8 Host Latino Family Literacy Event</p> <ul style="list-style-type: none"> • Provide resources to families • Staff participation • Culminating Celebration <p>4.5 Provide resources and information to address survey results:</p> <ul style="list-style-type: none"> • Next Level Curriculum Night (Academics and SEL) • Resources on Parent Conference Nights (Health, Re-Think, Tech., etc) • One District One Book <p>4.8 Community Partnerships</p> <ul style="list-style-type: none"> • PTO • Area Events • Businesses/Agencies • Career Day 	<p>Opportunity Grant</p> <p>Title One</p>	
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Part III: Parent Engagement

If you have NOT addressed parent engagement in Part II of your School Success Plan (SSP) above, please answer the questions below:

How will you continue working to improve communication and engagement with your families and community this year?

Family Latino Literacy Event- Invite ML families in for an opportunity to learn about our school reading curriculum and how they can support student learning at home. An inclusive, equitable opportunity is the goal for this annual event that will involve our hispanic community.

One District One Book Event- This event will include a district-wide and school-wide schedule for reading at home and suggestions for at-home activities. Our staff made videos of readings and social media postings to engage all stakeholders. We are partnering with all the elementary schools to make this a district-wide event.

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Next Level Night of Champions- This event will allow students to showcase their success while families can attend to learn more about the Math, ELA, and SEL curriculums in our school.

Back to School Night- Our PTO is sponsoring a Back to School evening on September 9, 2025, to welcome all families to Lord Baltimore. This is a “Get to Know” evening where families have an opportunity to meet staff on a social level.

Please briefly describe your Parent Engagement Event from 2024-2025, and share how you will seek to improve participation this year:

Last year, we held our Night of Champions in March. The event was well attended and parents had the opportunity to visit several stations during the evening. These stations included: ELA, Math, SEL, Health/Fitness, and DeSSA information for parents of students in grades 3-5. This year, our team decided to hold an event earlier in the year, focusing on a primary standard or major concept in their grade level that would be meaningful for our parents. Many times, parents ask “How can I help my child be a better reader?” or “Can you help me understand how you do this math?” As a result, each grade level will determine a “focus” and parents will be invited to attend a session to learn how to take their child to the *Next Level*.

Part IV: School-wide Planning Information

Please describe the process you used to develop this Strategic Success Plan, including when you met to complete this process:**Please describe the process you used to develop this Strategic Success Plan, including when you met to complete this process:**

The LB Leadership Team met in April and June to revisit the success of last year's plan and address new areas of need based on end-of-year reflections and data. Parents were invited to review and offer additional input in July before completion

The team reviewed discipline and academic data. As a result, the team determined a need to review a progressive discipline plan that ensures minimal disruptions to the educational process. The team agreed that the implementation of the Reflection Room was beneficial and look forward to the implementation of the district Student Support Suite in the fall.

The team agreed to participate in the One District One Book program this February.

Planning Team Member Name	Position/Stakeholder Representation	Signature
Sherril Hudson		
Brooke Mitchell		
Stefanie McElhinny		

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Jennah Truitt		
Celeste Cathell		
Shannon Gallo		
Olivia Kortvelesy		
Coleen Ingram-Furman		
Dana Lambert		
Kayla Bollinger		
Amanda Miller		
Zoe Cummings		
Samantha Rashley		
Barkley Heck		
Pamela Webb		

[25-26 Opportunity Grant Budget](#)